U.S. Department of Education

Washington, D.C. 20202-5335

OFFICE OF SPECIAL EDUCATION PROGRAMS FY 2008 GRANT PERFORMANCE REPORT FOR CONTINUATION FUNDING
CFDA # 84.323A
PR/Award # H323A070028
Budget Period # 2
Report Type: Annual Performance

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U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A070028**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

1 . **Project Objective**   [] Check if this is a status update for the previous budget period.
SPDGProgram Measures

1.a. Performance Measure	Measure Type	Quantitative Data					
Measure 1.1 - Evidence-Based Practices (Personnel): The percent of personnel receiving professional development through the SPDG based on scientific- or evidence-based instructional practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		1678 / 1678	100

1.b. Performance Measure	Measure Type	Quantitative Data					
Measure 1.2 - State Performance Plan (SPP) Alignment: The percent of SPDG projects that implement personnel development/training activities that are aligned with improvement strategies identified in their SPP.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			5 / 5	100		5 / 5	100

1.c. Performance Measure	Measure	Quantitative Data

	Type						
Measure 2.1 - Evidence-Based Practices (Training): The percentage of professional development/training activities provided through the SPDG based on scientific- or evidence-based instructional/behavioral practices.	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80		125 / 125	100

1.d. Performance Measure	**Measure Type**	**Quantitative Data**					
Measure 2.2 - Sustained Practices: The percentage of professional development/training activities based on scientific- or evidence-based instructional/behavioral practices, provided through the SPDG program, that are sustained through on-going and comprehensive practices. (Long-term)	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80		90 / 125	72

1.e. Performance Measure	**Measure Type**	**Quantitative Data**					
Measure 4.1 - Scale-up Scientific- or Evidence-Based Practices: The percentage of SPDG projects that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in schools. (Long-	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			17 / 17	100		9 / 17	53

term)							
. Performance Measure	Measure Type	**Quantitative Data**					
	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Measure 1.1 - Evidence-Based Practices (Personnel): This measure will be operationalized as the percent of personnel receiving professional development through the SPDG based on scientifically based or evidence-based instructional practices, divided by the number of participants who participate in all SPDG PD events. It was determined that all activities entered in the Professional Development Activity Log were considered to have an evidence/science base. So, 1,678 of the 1,678 (or 100%) of the personnel participating in NH RESPONDS PD activities satisfy this indicator.

Measure 1.2 - SPP Alignment: Each of three primary components of NH RESPONDS is aligned with NH's SPP indicators. Targeted indicators for these projects are aligned with the SPP/APR indicators identified below. Program evaluation will monitor trend lines for all of the indicators over the course of the grant cycle.
Part B, #7 and Part C, # 3: % of infants/toddlers & preschool children demonstrating improved positive social-emotional skills; acquisition and use of knowledge and skills; and appropriate use of behaviors.
Part B, #3: Participation and performance on statewide assessments.
Part B, #4: Reduced suspension/expulsions of youth with IEPs.
Part B, #1: Increases % of youth with IEPs graduating with regular diplomas.
Part B, #14: Increased % of youth age with IEPs who have been competitively employed or enrolled in postsecondary school, or both, within one year of leaving HS.

Measure 2.1- Evidence-Based Practices (Training): This measure will be operationalized as the number of PD activities based on scientific/evidence-based practices, divided by the number of all PD activities. The determination of whether or not an activity is scientific/evidence-based will be determined by project evaluators in conjunction with project staff. As with Measure 1.1, 100% of the PD activities were determined to have an evidence/science base. So, 125 of the 125 (or 100%) of the PD activities documented in the NH RESPONDS PD Activity Log satisfy this indicator.

Measure 2.2 - Sustained Practices: This measure will be operationalized as the number of sustained PD activities, divided by the number of all PD activities. PD will be considered sustained if it is part of a continuous series of activities, as opposed to one-shot training events. Examples of sustained PD will include coaching/on-going technical assistance, modeling through demonstration sites, etc. 90 of the 125 (or 72%) of the PD activities documented in the NH RESPONDS PD Activity Log meet this definition. Many of these activities were initial meetings with each school, causing a lower percentage than the work would indicate.

Measure 4.1 - Scale-up Scientific- or Evidence-Based Practices: The percentage of SPDG projects that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in schools. (Long-term) This measure is operationalized as the current number of ECE programs and schools identified as demo sites, divided by the total number of demo sites scheduled for implementation over the course of the grant. Currently, RESPOND demo sites in the 5 SAUs are 2 ECE programs, 2 high schools and 5 elementary schools for a total of 9 sites, with the expectation that 8 more sites will be added over the grant period.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

2 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Objective 2: To recruit at least one SAU in the 5 regions of NH who shows readiness and commitment to adopting or expanding RtI systems of PBIS and Literacy (LI) and tertiary Secondary Transition Supports (STS) for students with EBD, and within the 5 SAUs recruit at least 1 Early Childhood SPED program & 2 K-12 schools from each SAU.

2.a. Performance Measure	Measure Type	Quantitative Data					
Five SAUs are recruited to participate in NH RESPONDS and within those SAUs, 5 EC programs & 10 K-12 schools participate in NH RESPONDS.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		17	/		17	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Project Performance Measure 2.a: Five SAUs, geographically spread across the state, were recruited and selected. Within each selected SAU, at least two schools and one early childhood education program agreed to work toward project outcomes. Refer to Section C for additional information on the recruitment, application and selection process.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

3 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Objective 3: To develop & incorporate a set of competencies required for (a) building administrators, (b) behavior support coaches & (c) program/school-based team members to be considered qualified to design, implement with fidelity, & sustain a 3-tiered system of PBIS, LI, and tertiary STS into all NH Responds PD efforts.

3.a. Performance Measure	Measure Type	Quantitative Data					
Validated competencies are developed, implemented with fidelity, & sustained in all NH RESPONDS PD efforts.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Project Performance Measure 3.a:

Quantative Data: Target: NA Actual Performance Data: NA

Leadership team members representing the PBIS component have completed a review of the literature and surveyed national and state PBIS coordinators and a number of professional organizations for existing competencies related to Tier 1, Primary Prevention. Based on that review, initial drafts of competencies for the behavior support area have been completed for coaches and team members. A parallel process for administrators has begun. Similarly, the literacy leadership team members have conducted initial review of the literature relating to competencies for coaches and team member competencies. The Secondary Transition RESPONDS staff organized a Secondary Transition Professional Development Practice Group within the NH Secondary Transition Community of Practice. One of the goals adopted by the group is the

development of competencies for STS. The group has gathered national and local models and will be reviewing those competencies during the summer of 2009.

Full development of the competencies across all target areas of the Objective a, b, and c are anticipated by the end of the calendar year (12/09) for Tier 1, June 2010 for Tier 2 and September 2010 for Tier 3.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

4 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Objective 4: To build SAU capacity by increasing the knowledge and skills of 5 SAUs LTs in designing, implementing with fidelity, assessing & sustaining RtI systems of behavior support and literacy instruction.

4.a. Performance Measure	Measure Type	Quantitative Data					
80% of participating SAU personnel report they are more knowledgeable of RtI systems.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		9 / 12	75

4.b. Performance Measure	Measure Type	Quantitative Data					
80% of participating SAU personnel report they are more skilled to support RtI implementation in their schools.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		9 / 13	69

. Performance Measure	Measure Type	Quantitative Data					
	PROJ	Target			Actual Performance Data		
		Raw	Ratio	%	Raw	Ratio	%

. Performance Measure	Measure Type	Quantitative Data					
	Number				Number		
			/			/	

		Quantitative Data					
. Performance Measure	Measure Type						
	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Performance Measure 4.a: 75% of the respondents on the NH RESPONDS Participant Survey at the SAU level stated that NH RESPONDS professional development had a somewhat large or very large impact on their knowledge of RTI systems. This measure encompassed knowledge of RTI for literacy and for PBS. SAU personnel rated the impact on their knowledge of literacy slightly higher than the impact on their knowledge of PBS. Due to the small sample size interpretation of these data must be made with extreme care. Overall ratings may be low at this point since the PD/TA has only recently been delivered.

Project Performance Measure 4.b: In a manner similar to Measure 4.a, 69% of respondents on the NH RESPONDS Participant Survey at the SAU-level stated that NH RESPONDS professional development had a somewhat large or very large impact on their support of the implementation of RTI systems. This measure encompassed knowledge of RTI for literacy and for PBS. SAU personnel rated the impact on their knowledge of literacy slightly higher than the impact on their knowledge of PBS. Due to the small sample size interpretation of these data must be made with extreme care. Overall ratings may be low at this point since the PD/TA has only recently been delivered.

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5 . **Project Objective** [] Check if this is a status update for the previous budget period.
Objective 5: To build program/school capacity by increasing the knowledge and skills of 15 participating site-based primary, secondary and tertiary teams and coaches in designing, implementing with fidelity, assessing and sustaining RtI systems of behavior support and literacy instruction.

5.a. Performance Measure	Measure Type	Quantitative Data					
80% of participating school personnel report they are more knowledgeable of RtI systems.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80		15 / 27	56

5.b. Performance Measure	Measure Type	Quantitative Data					
80% of participating school personnel report they are more skilled to implement RtI systems.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80		14 / 25	56

5.c. Performance Measure	Measure Type	Quantitative Data					
80% of participating schools achieve 80/80 on the SET	PROJ	**Target**			**Actual Performance Data**		

(School-Wide Evaluation Tool).		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	100

5.d. Performance Measure	Measure Type	Quantitative Data					
80% of participating schools achieve 50% on the literacy fidelity instrument (PET-R: Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised).	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		54 / 100	54

. Performance Measure	Measure Type	Quantitative Data					
	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

. Performance Measure	Measure Type	Quantitative Data					
	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

. Performance Measure	Measure Type	Quantitative Data					
	PROJ						

		Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			/	

. Performance Measure	**Measure Type**	**Quantitative Data**					
	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Performance Measure 5.a: 56% of the respondents on the NH RESPONDS Participant Survey at the school-level stated that NH RESPONDS professional development had a somewhat large or very large impact on their knowledge of RTI systems. This measure encompassed knowledge of RTI for literacy and for PBS. There was little difference between the impact on respondents' knowledge of literacy and the impact on their knowledge of PBS. Due to the small sample size interpretation of these data must be made with extreme care. Overall ratings may be low at this point since the PD/TA has only recently been delivered.

Project Performance Measure 5.b: In a manner similar to Measure 5.a, 56% of the respondents on the NH RESPONDS Participant Survey at the school-level stated that NH RESPONDS professional development had a somewhat large or very large impact on the implementation of RTI systems at their schools. This measure encompassed knowledge of RTI for literacy and for PBS. There was little difference between the impact on respondents? knowledge of literacy and the impact on their knowledge of PBS. Due to the small sample size interpretation of these data must be made with extreme care. Overall ratings may be low at this point since the PD/TA has only recently been delivered.

Project Performance Measure 5.c: In the current demo site cohort, there are 5 sites engaged in PBIS work. SET scores have been collected for the 2 High Schools , but not for the remaining schools. All sites will administer the SET in Spring, 2010 at which time we will report the data.

Project Performance Measure 5.d: Two elementary schools completed the PET-R. Both schools scored a 54% at baseline.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

6 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Objective 6: To build statewide capacity by increasing the knowledge/skills of 400 K-12 special and general educators, related service personnel and school administrators and 40 family members.

6.a. Performance Measure	Measure Type	Quantitative Data					
80% of participating personnel report that statewide training is of high quality, relevant, and useful.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		89 / 100	89

6.b. Performance Measure	Measure Type	Quantitative Data					
80% of participating personnel report increased knowledge of RtI for literacy and behavior.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		71 / 100	71

. Performance Measure	Measure Type	Quantitative Data					
	PROJ	**Target**			**Actual Performance Data**		
		Raw	Ratio	%	Raw	Ratio	%

		Number			Number		
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Project Performance Measure 6.a: A two-day NH RESPONDS School Team Training on RtI: Universal Level, was held on 2/6/09 and 3/13/09. There were a total of 200 participants and many were turned away due to space constraints. Participants completed evaluation forms for both sessions. Of those completing the evaluations (Session 1 response rate = 95%; Session 2 response rate = 63%); 89% of respondents rated the quality, relevance and usefulness of the information a 5 or 6 on a 5-point Likert scale.

Project Performance Measure 6.b: Participants completing evaluation forms for the two-day NH RESPONDS School Team Training on RtI: Universal Level, reported the degree to which they increased their knowledge of RtI for literacy and behavior. Four strands were presented: Literacy A & B and Behavior A & B. Data show that one strand was rated significantly lower than the remaining 3, thus bringing the total percentage of participating personnel reporting they increased their knowledge of RtI for literacy and behavior at 71% (one session was rated at 33%).

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

7 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Objective 7: To build ECE program capacity by increasing the knowledge & competency of EC & ed professionals in early literacy & PBIS by providing individualized TA & support to 5 child care programs/Head Start/Early Head Start programs.

7.a. Performance Measure	Measure Type	Quantitative Data					
80% of participating EC personnel report they are more knowledgeable of early literacy and PBIS.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	100

7.b. Performance Measure	Measure Type	Quantitative Data					
80% of participating EC personnel report they are more skilled to implement early literacy and PBIS at their sites.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	100

7.c. Performance Measure	Measure Type	Quantitative Data					
80% of participating EC sites achieve 50% on the EC fidelity instrument.	PROJ	Target			Actual Performance Data		
		Raw	Ratio	%	Raw	Ratio	%

		Number			Number		
			80 / 100	80		999 / 999	100

. Performance Measure	Measure Type	Quantitative Data					
	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Project Performance Measure 7.a, b & c:

Data for these performance measures will be reported next year as the work has just begun in two of the 5 targeted ECE sites. Status data on the two sites are as follows: The SAU 9 Preschool Coordinator is an active member of the SAU Leadership team. The director of the identified early childhood education program has attended meetings as well. The leadership team has met several times with a focus on developing a three-part workshop series for area preschool teachers and child care providers. Registration for this event has been very low. The ECE leadership team has decided to explore the option of using that time to talk with program directors about RTI to build understanding of the project and to build relationships. The SAU 56 ECE leadership team has met to determine the needs of the Somersworth area programs. Membership includes staff from each of the early childhood programs in the district. In addition, staff from the district program have participated in several professional development workshops both at Maple Wood school and at the program as well. Next steps for both teams will be to complete the Preschool Leadership Team Checklist. This document has been developed through the work of the ECE Work Group.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

8 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.
Objective 8: To build statewide capacity to provide individualized, self-directed school-to-career transition services to youth with emotional & behavioral challenges by increasing the capacity of school personnel and community-based providers in the use of RENEW strategies & supports.

8.a. Performance Measure	Measure Type	Quantitative Data					
80% of participating high school personnel report they are more knowledgeable of tertiary secondary transition supports.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		4 / 7	57

8.b. Performance Measure	Measure Type	Quantitative Data					
80% of participating high school personnel report they are more skilled to implement tertiary secondary transition supports.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	100

8.c. Performance Measure	Measure Type	Quantitative Data					
80% of participating high schools achieve 70% on the	PROJ	Target			Actual Performance Data		

Secondary Transition Supports fidelity instrument.		Raw Number	Ratio	%	Raw Number	Ratio	%
			70 / 100	70		999 / 999	100

. Performance Measure	Measure Type	Quantitative Data					
	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Performance Measure 8.a: 57% of the respondents on the NH RESPONDS Participant Survey at the school-level stated that NH RESPONDS professional development had a somewhat large or very large impact on their knowledge of secondary transition issues. This measure encompassed knowledge of student and school-level data, self-determination, personal futures plans, IEP transition plans, employment and school-to-career strategies, natural supports, in-school and out-of-school resources, and community resources. Due to the small sample size and limited amount of professional development delivered this past year, interpretation of these data must be made with extreme care.

Project Performance Measure 8.b: The professional development delivered was not of sufficient intensity to address impact on implementation at this point.

Project Performance Measure 8.c: The Secondary Transition Supports fidelity instrument will be administered in Spring, 2010 and will be reported during the next reporting period.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

9 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Objective 9: To work with the NHDOE Professional Standards Board and IHEs to reform and improve state standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD.

9.a. Performance Measure	Measure Type	Quantitative Data					
The NH DOE reforms & improves standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

9.b. Performance Measure	Measure Type	Quantitative Data					
Educator preparation programs are revised to reflect state standards and competencies in scientifically-based RtI systems of PBIS, LI, and STS for students with EBD.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

9.c. Performance Measure	Measure Type	Quantitative Data					
An advanced certificate program is established in (1)	PROJ	Target			Actual Performance Data		

Adolescence and School-to Career Secondary Transition Services and (2) Literacy Supports for Adolescents.		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Project Performance Measure 9.a & b:

Quantative Data: Target: NA Actual Performance Data: NA

NH RESPONDS staff members have formed a team of representatives from the State's Higher Education Institutions of University of New Hampshire, Keene College, Rivier and Plymouth State University as well as members of the Department of Education's Bureau of Licensure and Certification. The consortium includes both administrators and professors and instructors in the area of Literacy and Behavior Supports in all levels of teacher preparation. The team has met twice and will be meeting again in April to continue the discussions and draft an action plan on how to best incorporate RtI elements in their existing courses and teacher preparation programs.

The IHE Consortium is in the process of identifying the courses in their perspective Institutions that will be revised to incorporate RtI elements for Academics and Behavior. So far the discussions with the IHE's have focused around the structure and organization of NH RESPONDS and the critical elements of RtI as they translate to pre-service core elements. The IHE's have started the initial mapping of the courses in their perspective curricula that will be appropriate for revisions and recommendations. Some departments are already using an RtI framework in their teacher preparation programs and they agreed to share some of these guidelines with the other Institutions. The team will also work on next steps in participating and assisting in the preparation of a summer Leadership Institution that will be provide an opportunity for further clarification of the RtI components and competencies.

Project Performance Measure 9.c:

Quantative Data: Target: NA Actual Performance Data: NA

Based upon the recommendations of the CoP Professional Development Practice Group this goal has been deferred for the moment while the group concentrates on in-service training accessible through multiple formats and delivery models.

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SECTION B - Budget Information   (See Instructions. Use as many pages as necessary.)

Title : ED524BSection BC 5.1.09
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Reports\2009 APR\budget524BSectionBC 5.1.09.doc

SECTION C - Additional Information   (See Instructions. Use as many pages as necessary.)

Title : NH RESPONDS Evaluation Narrative (4-28-09)
File : C:\Documents and Settings\ajenks\My Documents\NHRESPONDS Annual Perf
Reports\2009 APR\NH RESPONDS Evaluation Narrative (4-28-09).pdf

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SECTION B - Budget Information   *(See Instructions. Use as many pages as necessary.)*

1. The reported budget expenditures for previous reporting period (9/1/07-04/30/08) as report on the cover page of this report is $111,921.00 and the reported budget expenditures for the current reporting period (5/1/08-3/31/09) as reported on the cover page of this report 789,783.00.

2. Grant obligations in the amount of $357,576.00 have not been drawn down from GAPS to pay for budget expenditure amounts reported in item 8b. on this report cover page. Obligations cannot be drawn down until actual payments are made by the state for these obligations.

3. We did not expend funds at the expected rate during the reporting period due to the following reasons:
    *   Grant contracts in NH require approval from the state contracting process which leads to a delayed start up with key partners.
    *   Given the overlap in literacy and transition initiatives between our SIG II and NH RESPONDS grant we used some of our remaining SIG II funds to support NH RESPONDS activities.
    *   With Bureau grant personnel working on both SIG II and NH RESPONDS activities up until September 2008 the personnel costs under NH RESPONDS were not 100% during that time.

4. No changes were made to our budget that affected our ability to achieve our approved project outcomes.

5. Yes, we do expect to have unexpended funds at the end of the current budget period in the approximate amount of $368.297.00. The reasons for these unexpended funds are noted above in item 3. We anticipate spending down these funds in the next 6 months now that all contracts with partners are in place and personnel costs are no longer being split between two grants.

6. At this present time we do not see any anticipated changes in our budget for the next budget period that requires approval from the Department.

SECTION C - Budget Information   *(See Instructions. Use as many pages as necessary.)*

1. Current partners list for NH RESPONDS grant (same as submitted in our original grant):
    NH – Center for Effective Behavioral Interventions and Supports

Institute on Disability at UNH
Parent Information Center
Family Resource Connection
Institutions of Higher Education (Keene State College, University of New Hampshire, Rivier College, and Plymouth State University)
DOE- Division of Career Technical and Adult Learning (Vocational Rehabilitation)
NH School Administrators Association
NH Bureau of Developmental Services
NH Association of Special Education Administrators
NH Association of School Principals
NH Division for Children and Youth and Families
Council for Teacher Education
Professional Standards Board

2. There are no statutory reporting requirements for this grant.

3. No requested changes to grant activities for the next budget period.

4. No changes in key personnel.

5. See NH RESPONDS Annual Performance Report submitted as Section C.

The New Hampshire Bureau of Special Education

Annual Performance Report

of the

State Personnel Development Grant

CFDA # 84.323 A   Grant Award # H323A070028

May 1, 2009

Submitted by: Patricia Mueller, Ed.D. & Brent Garrett, Ph.D.

The focus of New Hampshire's State Personnel Development Grant III is to increase and improve the knowledge and skills of general and special education teachers, early intervention personnel, related services personnel, paraprofessionals and administrators in designing, delivering and evaluating scientifically-based practices in two areas: (1) response to intervention systems of positive behavioral interventions and supports and literacy instruction; and (2) intensive-level secondary transition supports for students with emotional/behavioral disorders. Project goals and objectives also include reforming and improving the systems for recruiting, hiring, and retaining education and related service personnel who are highly qualified in these areas.

This report summarizes major activities and accomplishments during the last six months of Year 1 and the first six months of Year 2 of the grant period (April 2008 – March 2009). The report is organized around the original grant goals and objectives and includes: 1) a brief description of the initiative goals and objectives; 2) current status of the project activities; and 3) output and outcome evaluation data collected to date.

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NH RESPONDS Annual Performance Report 2009

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Data for this report were collected from an online Professional Development Activity Log, a participant survey conducted in March 2009 and other reports produced this past year. Throughout this report, we use the term professional development to encompass formal training, individualized technical assistance, coaching/mentoring, etc.

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NH RESPONDS

Goals 1 and 3: Professional Development
- Improve the knowledge and skills of NH special and general education teachers, related service personnel and school administrators from five ECE programs and 10 K-12 public schools in designing, implementing with fidelity and sustaining scientifically-based response to intervention (RtI) systems of PBIS and LI and tertiary STS for students with EBD.
- Meet the needs of, and improve the behavior, performance, achievement and secondary transition success of, children and youth with disabilities ages 3-21 in NH.

Objective 1.1: To recruit at least one SAU in the 5 regions of NH who shows readiness and commitment to adopting or expanding RtI systems of PBIS and LI and tertiary STS (Secondary Transition Supports) for students with EBD.

Objective 1.2: To recruit at least 1 EC SPED program and 2 K-12 schools from each SAU.

Demonstration Site Recruitment, Application and Selection Process
(Early Childhood – Middle School)

The NH Department of Education expected to select five (5) SAUs located across the state through a competitive application process to be NH RESPONDS Demonstration Sites. The following outlines the applications process and results:

- March 2008, an information session was held for all SAUs to explain the NH RESPONDS demonstration site opportunity and requirements. Representatives from 33 of the 84 NH SAUs attended the information session.
- April - May 2008 NH RESPONDS staff presented a NH RESPONDS Demonstration Site Overview presentation to faculty and staff at 11 SAUs who were interested in applying to be demonstration sites.
- Seven (7) SAU's submitted NH RESPONDS demonstration site applications by the June 16, 2008 deadline meeting the readiness and commitment requirements.
- Applications were reviewed and the five (5) SAUs listed on the next page were selected as NH RESPONDS demonstration sites. These SAUs represent four of the five geographic regions of the state (there were no applications from one region). The last selected site was the next highest scoring application and therefore was selected to be the fifth SAU site.
- Within each selected SAU, two schools and one early childhood education (ECE) program, agreed to work toward project outcomes.

Over the next four years of the grant period (2008-2012), demonstration sites will receive training, technical assistance, and support to their SAU-wide administrative team, as well as

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their ECE and school teams. The purpose of the professional development will be to work on developing and implementing a comprehensive and integrated 3-tier approach to literacy and behavior support.

High School Recruitment, Application and Selection Process

Given that the NH RESPONDS grant included a requirement to work with high schools and there were no high schools targeted in the selected SAU demonstration sites, a second application for High School demonstration sites was disseminated in October 2008. This opportunity was made available to 22 NH high schools that have been previously involved in positive behavior intervention and supports and/or dropout prevention initiatives. This would allow the schools to meet the readiness and commitment requirements to implement a tiered approach to behavior supports and secondary transition supports for students at risk of school failure. Two NH RESPONDS High School Demonstration Site applications were received by the November 6, 2008 deadline. Applications were reviewed and the two demonstration sites selected were Kennett High School (Conway SAU) and Somersworth High School (Somersworth SAU). Both of these high schools are located in our SAU NH RESPONDS Demonstration Sites, have participated in the APEX II dropout prevention project, and therefore make for even stronger connections for our project from early childhood through high school. Selected SAUs, targeted schools, and interventions for this current year have an asterisk before their name:

Conway – SAU # 9 – North Country
*Children Unlimited – Early Childhood Program
*Pine Tree Elementary School (Kindergarten-6th grade) Literacy
John Fuller Elementary School (Kindergarten-6th grade)
*Kennett High School (PBIS and Secondary Transition – RENEW)

Newport – SAU #43 – Southwest
Early Childhood Support Program
*Towle Elementary School (4th-5th grade) PBIS
Newport Middle School (6th-8th grade)

Rochester – SAU #54 – Southeast
REACH Pre-School Program
*Chamberlain Street Elementary School (Kindergarten – 5th grade) PBIS
East Rochester School (Kindergarten – 5th grade)

Somersworth – SAU #56 – Southeast
*Somersworth Early Education Program
*Maplewood Elementary School (Kindergarten – 4th grade) Literacy
Hilltop Elementary School (1st – 4th grade)
*Somersworth High School (PBIS and Secondary Transition – RENEW)

Timberlane – SAU #55 South Central
Timberlane Learning Center - Early Childhood Program
*Sandown North Elementary School (1st – 3rd grade) PBIS
Atkinson Academy (1st – 5th grade)

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> **Objective 1.3: To develop and incorporate a set of competencies required for (a) building administrators, (b) behavior support coaches and (c) program/school-based team members to be considered qualified to design, implement with fidelity, and sustain a 3-tiered system of PBIS, LI, and tertiary STS into all NH Responds PD efforts.**

Leadership team members representing the PBIS component have completed a review of the literature and surveyed national and state PBIS coordinators and a number of professional organizations for existing competencies related to Tier 1, Primary Prevention. Based on that review, initial drafts of competencies for the behavior support area have been completed for coaches and team members. A parallel process for administrators has begun. Similarly, the literacy leadership team members have conducted initial review of the literature relating to competencies for coaches and team member competencies. The Secondary Transition RESPONDS staff organized a Secondary Transition Professional Development Practice Group within the NH Secondary Transition Community of Practice. One of the goals adopted by the group is the development of competencies for Secondary Transition Supports (STS). The group has gathered national and local models and will be reviewing those competencies during the summer of 2009.

Full development of the competencies across all target areas of the Objective 1, 2, and 3 are anticipated by the end of the calendar year (December 2009) for Tier 1, June 2010 for Tier 2, and September 2010 for Tier 3.

> **Objective 1.4: To build SAU capacity by increasing the knowledge and skills of 5 SAUs Leadership Teams in designing, implementing with fidelity, assessing and sustaining RtI systems of behavior support and literacy instruction.**
>
> **Objective 1.5: To build program/school capacity by increasing the knowledge and skills of 15 participating site-based primary, secondary and tertiary teams and coaches in designing, implementing with fidelity, assessing and sustaining RtI systems of behavior support and literacy instruction.**
>
> **Objective 1.6: To build ECE program capacity by increasing the knowledge and competency of EC and education professionals in early literacy and PBIS by providing individualized TA and support to 5 child care programs/Head Start/Early Head Start programs.**

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The organizational chart that follows, illustrates the roles and responsibilities of the implementation team (Fixen) and workgroups that comprise the NH RESPONDS staff and personnel.
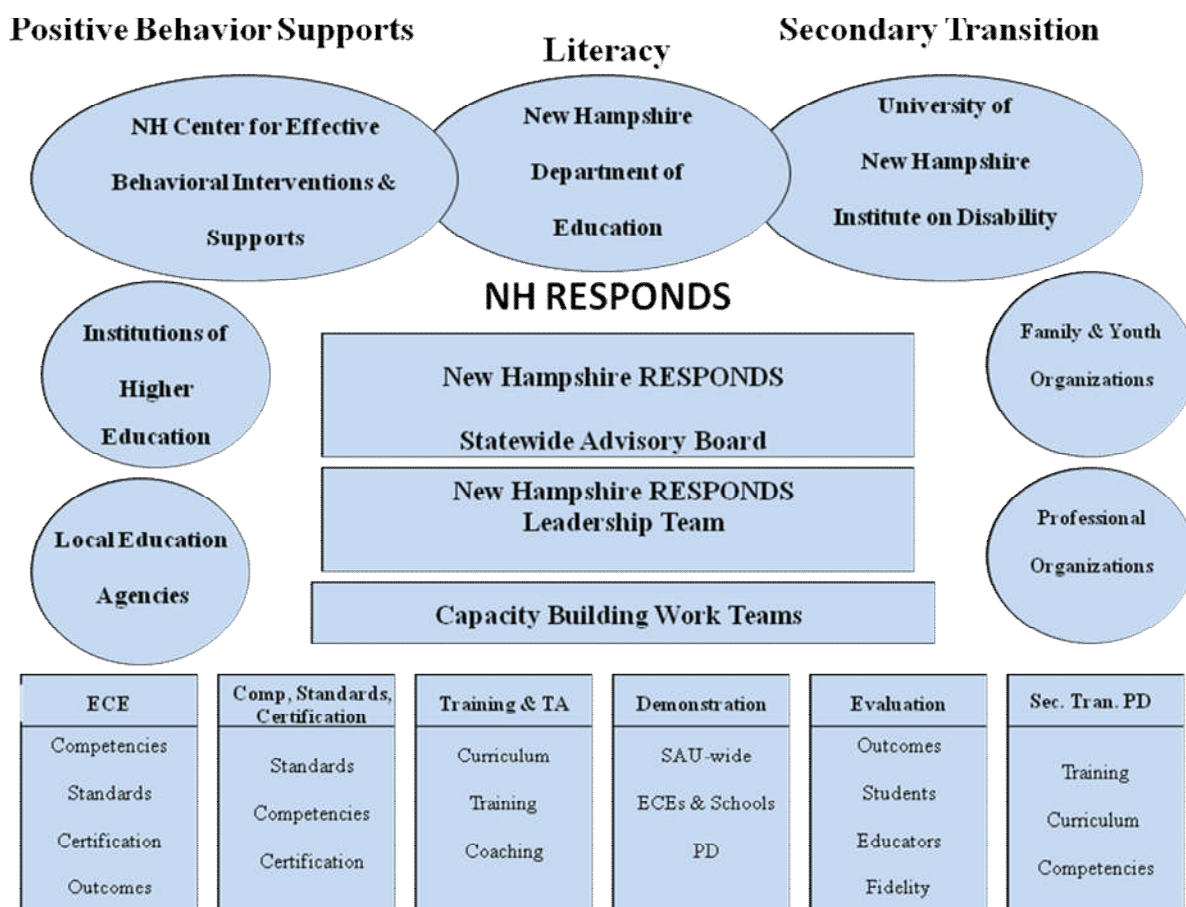
What follows are updates on the work since Fall 2008 in the demonstration sites. This includes SAU leadership teams, school teams, Early Childhood Education (ECE) programs, and high schools.

SAU Leadership Teams
- Each SAU has formed an SAU Leadership Team that meets regularly
- Completed the NH RESPONDS District Self Assessment through facilitated meetings
- Based on above assessment results determined highest priority areas and developed action plan
- Each SAU selected either a Behavior or Literacy priority area to begin learning the RTI framework in that first content area with integration of the other priority area into their framework by the end of the grant.
- SAU Teams are currently working on implementing their action plans

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SAU Blueprint Self-Assessment Data

The NH RESPONDS Leadership Team reviewed the NASDSE Blueprint (*National Association of State Directors of Special Education (NASDSE) and Council of Administrators of Education (CASE) Response to Intervention Blueprints for Implementation – District Level 2008*) and modified the document for NH RESPONDS. Initial meetings with the SAU Leadership Teams focused on reviewing the self-assessment and developing a district-wide action plan for implementing NH RESPONDS.

Table 1 provides the results of an analysis assessing the degree of action the five NH RESPONDS SAUs had at baseline. A score closer to 3.0 suggests the action is close to being in place for all five SAUs. A score closer to 1.0 suggests that the action is less likely to be in place for all five SAUS.

Table 1: Mean Scores for Each Action Step of the NASDE Blueprint

	Literacy	Behavior
Component 1: Consensus Building		
Action 1: Develop an action plan to facilitate the sharing of information and the building of district-wide consensus to support RtI.	2.20	1.40
Action 2: Provide information to internal and external stakeholders about RtI.	1.90	1.60
Action 3: Examine and define district structures to support your RtI initiative.	2.20	2.00
Action 4: Build consensus and support from internal and external stakeholders.	1.85	1.80
Component 2: District Infrastructure Building		
Action 1: Form a District Leadership Team	2.00	1.50
Action 2: Identify the roles that District/Central Administration will play in implementing RtI.	2.05	1.60
Action 3: Develop and complete a district-level needs assessment.	2.20	1.80
Action 4: Discuss and make decisions about the necessary components of RtI across universal, strategic and intensive instruction.	1.80	1.60
Action 5: Review and discuss the current performance of students in relation to universal, strategic and intensive instruction.	1.25	1.15
Action 6: Identify an evaluation plan and data collection system.	2.25	2.10
Action 7: Develop an action plan to guide the implementation of RtI.	1.65	1.35
Component 3: District Level Implementation		
Action 1: Develop a multi-year (at least 3-5 year) action plan to address implementation	1.14	1.30
Action 2: Implement the RtI professional development plan.	1.40	1.36
Action 3: Implement the evaluation and data analysis plan for RtI implementation.	1.60	1.20
Action 4: Maintain the implementation of RtI.	1.20	1.10

1 = Not in Place, 2 = Partly in Place, 3 = In Place

Table 2 below provides an analysis of how each SAU scored on the Blueprint analysis. The highest potential score is a 189. The lowest possible score is a 63.

Table 2: Blueprint Score by SAU

SAU	Literacy	Behavior
Rochester	150	126
Somersworth	106	96
Conway	99	99
Timberlane	96	79
Newport	91	71

School Teams

The first participating school in each SAU has:

- Established a Universal Team and meet regularly
- Established Targeted teams (in some schools) and are meeting
- Assessed RTI framework structures in place in their school through facilitated meetings
- Used above assessment information to develop priorities and action plan
- School teams are in different places so NH RESPONDS staff are working with the school teams with where they are at and what they need to effectively implement an RTI framework

Other professional development occurring in specific demonstration sites have included:

- Full staff training on RTI
- Defining RTI for their district
- Systematic screening training for behavior
- Developing universal expectations and definitions
- Data management system training

NH RESPONDS School Team Leaders have documented their professional development (see tables on the next page) and submitted status updates to the NH RESPONDS Management Team and evaluator. These reports are available upon request and provide in depth information regarding school status and progress towards full implementation of the NH RESPONDS model. These include baseline data on student outcome measures that will be tracked annually (e.g., Office Detention Referrals, SET, PET – R).

Early Childhood Education (ECE) Programs

Conway SAU and Somersworth SAU have been incorporating their ECE selected program(s) into their demonstration site work this year. The other three remaining demonstrations sites will do this next year.

Conway SAU - The SAU 9 Preschool Coordinator is an active member of the SAU Leadership team. The director of the identified early childhood education program has attended meetings as well. The leadership team has met several times with a focus on developing a three-part

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workshop series for area preschool teachers and child care providers. Registration for this event has been very low. The ECE leadership team has decided to explore the option of using that time to talk with program directors about RTI to build understanding of the project and to build relationships.

Somersworth SAU - The SAU 56 ECE leadership team has met to determine the needs of the Somersworth area programs. Membership includes staff from each of the early childhood programs in the district. In addition, staff from the district program have participated in several professional development workshops both at Maple Wood School and at the program as well.

Next steps for both teams will be to complete the Preschool Leadership Team Checklist. This document has been developed through the work of the ECE Work Group.

High School Demonstration Sites

Somersworth High School: The SAU administrators, including the Director of Special Education, have been very active in the development of an 8th grade through graduation system for all Somersworth High School students with support of the APEX II dropout prevention project. These activities will continue under NH RESONDS. The High School principal is now a member of the SAU Leadership Team and will work with that team to refine and implement the model depicted below. As part of the APEX II project, 20 Somersworth High School staff members, including special education teachers, regular education teachers, guidance counselors, and paraeducators were trained to be RENEW mentors. To date, seven mentors have been working actively with the most at-risk youth to develop personal futures plans and individualized support teams.
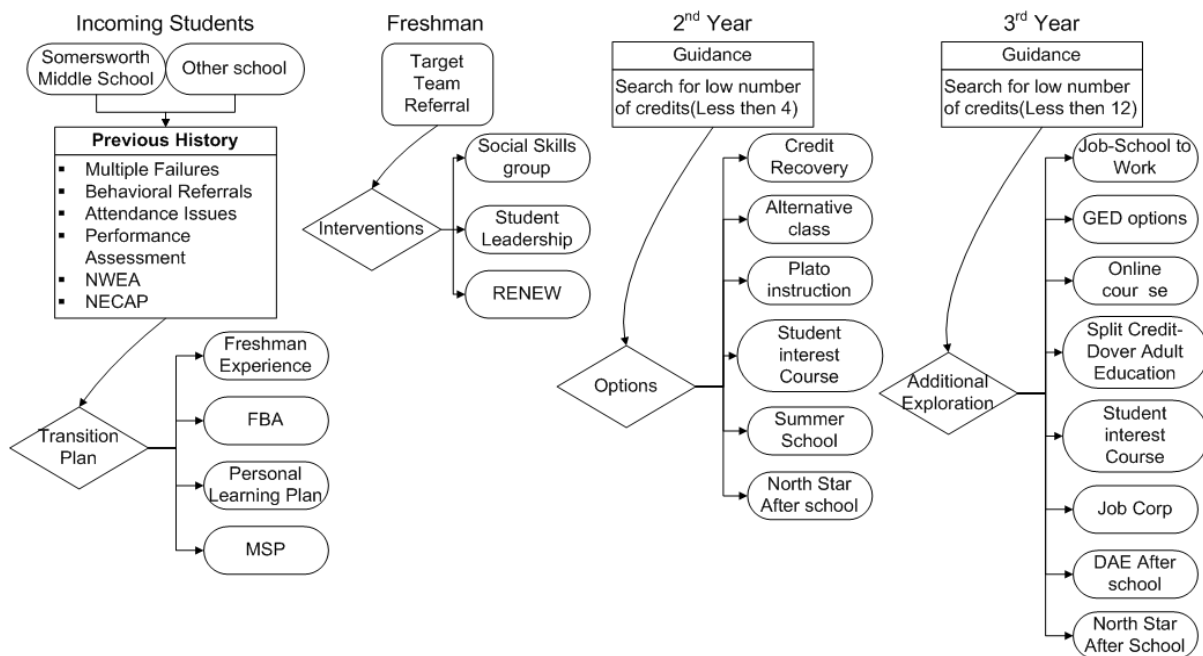
The SAU Team in Conway has not yet developed its SAU-wide plan and has thus not yet addressed the Secondary Transition Services piece of the RtI model. There has been training,

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however, for over 16 staff members at Kennett High School in the RENEW STS model (March-April 2009) and the Directors of Special Education and Guidance have lead the effort to build STS capacity in the high school.

The NH RESPONDS staff has begun to work with the existing leadership teams in the two demonstration high schools, and will hold a planning meeting in June 2009 to begin to develop the RtI models in each school. Somersworth High School currently implements PBIS at all three tiers, and will begin to integrate its academic and behavior leadership teams in the fall of 2009. Kennett High School is in the first year of Universal Team organization for behavior and will have a new principal beginning in September 2009. The RESPONDS staff will begin to work on a blended RtI model in Kennett High School later in the year.

Professional Development Activities: Outputs and Outcomes

To track the professional development provided to the demonstration sites, PD providers completed an online log to document the type of PD and to identify participants in the activity. These data are presented below in Tables 3 - 7. 125 professional development activities were entered into the NH RESPONDS Professional Development Activity Log. Each activity appears to have an evidence base supporting the intervention. Ninety, or 75%, of the activities were considered sustained activities. Table 3 below provides data on the types of professional development provided. This includes planning meetings with the SAU and school/program staff.

Table 3: Content of Professional Development Provided

Professional Development Content	# of PD Content Areas Addressed
Building Capacity-SAU/School	61
Workgroups	55
Literacy-Universal	32
PBS Universal	21
PBS-Targeted	14
Secondary Transition	7
IHE	6
PBS-Intensive	2
Literacy-Intensive	1
Literacy-Targeted	0
Building Capacity-Parent/Family	0
RTI overview and integration with existing team work plan	2
Total	**201**

Note: 201 is a duplicated count.For some activities, two different types of content were provided

As noted above in the NH RESPONDS organizational chart, there are 5 workgroups that have been created to complete the work of the project. Table 4 illustrates the frequency of workgroup meetings.

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Table 4: NH RESPONDS Workgroup Content

Workgroup	Frequency	Percent
Secondary Transition Services	16	29.1
Training & TA	13	23.6
Demonstration Sites	12	21.8
Evaluation	6	10.9
Competencies, Standards, & Certification	5	9.1
Early Childhood Education	3	5.5
Total	55	100

Frequency of Professional Development At SAUs, ECEs, and Schools

Tables 5 – 7 present the data collected on the frequency of TA/PD events at the SAU level, EC settings and at the participating schools. Schools that show a zero will be added in upcoming grant years.

Table 5: Frequency of Professional Development at SAUs

Supervisory Administering Units	# of PD Visits
SAU#56-Somersworth	15
SAU#9-Conway	10
SAU#11-Timberlane	8
SAU#54-Rochester	7
SAU#43-Newport	5

Table 6: Frequency of Professional Development at Participating EC Settings

Early Childhood Programs	# of PD Visits
ECE-Somersworth	5
ECE-Conway	2
ECE-Newport	0
ECE-Rochester	0
ECE-Timberlane	0

Table 7: Frequency of Professional Development at Participating Schools

Schools	# of PD Visits	Schools	# of PD Visits
Maplewood Elementary	22	John Fuller Elementary	0
Pine Tree Elementary	12	Conway Elementary	0
Towle Elementary	12	Jackson Grammar	0
Sandown No. Elementary	11	Newport Middle School	0
Kennett High School	8	Richards Elementary	0
Somersworth High School	3	East Rochester	0
Chamberlain St.	2	McClelland Elementary.	0
Josiah Bartlett Elementary	1	Hilltop Elementary	0
		Atkinson Academy	0

In addition to tracking the professional development delivered, the evaluators disseminated a participant survey in March 2009 to determine the extent to which the recipients increased their knowledge and skills in the targeted training areas. These data are presented below in Tables 8 – 12. Data are presented from school and SAU personnel. Those individuals serving on both types of teams were asked most questions at the SAU- and school-level. It should be noted that many items were unable to be rated because responders have only recently begun the work. The survey introduction indicated that the survey will serve as baseline and will be disseminated annually throughout the life of the grant. Table 8 illustrates the extent to which participants increased their knowledge and skills in the RtI content areas of behavior and literacy.

Table 8: Impact on Participants' Knowledge

What impact did the NH RESPONDS professional development have on:	SAU Mean (N=18)	School Mean (N=31)
Increasing your knowledge about leadership for consensus building related to RTI provision in your schools?	3.71	
Increasing your knowledge about leadership for infrastructure building related to RTI provision in your schools?	3.65	
Increasing your knowledge about leadership for implementation related to RTI provision in your schools?	3.82	
Increasing your knowledge of student and SAU/ school-level data?	3.53	3.80
Increasing your general knowledge of PBS?	3.91	3.59
Increasing your knowledge of Universal strategies of PBS?	3.55	3.72
Increasing your knowledge of Targeted strategies of PBS?	3.45	3.52
Increasing your knowledge of Intensive strategies of PBS?	3.27	3.13
Increasing your general knowledge of RTI for Literacy and literacy instruction?	3.86	3.62
Increasing your knowledge of Universal strategies of School-Wide Literacy Support?	3.86	3.35
Increasing your knowledge of Targeted strategies of School-Wide Literacy Support?	3.38	2.91
Increasing your knowledge of Intensive strategies of School-Wide Literacy Support?	3.42	2.95
Increasing your knowledge of how to integrate literacy instruction and PBS?	3.33	3.12

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Somewhat Large Impact, 5 = Very Large Impact

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Following the Blueprint Action Planning framework, respondents related to the extent to which the TA/PD impacted their consensus building (Table 9), the infrastructure (Table 10) and implementation of the NH RESPONDS model (Table 11).

Table 9: Impact on Consensus Building

What impact did the NH RESPONDS professional development have on:	SAU Mean (N=18)	School Mean (N=31)
Identifying, adopting, and using tools and strategies for building SAU-level consensus for RTI?	3.81	3.89
Identifying, adopting, and using tools and strategies for managing complex change?	3.69	3.69
Developing school-level action plans that helped you develop consensus building for Positive Behavior Supports in your SAU?	3.71	4.00
Developing school-level action plans that helped you develop consensus building for RTI for Literacy in your SAU/ ?	3.53	3.41

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Somewhat Large Impact, 5 = Very Large Impact

Table 10: Impact on Infrastructure

What impact did the NH RESPONDS professional development have on:	SAU Mean (N=18)	School Mean (N=31)
Forming and training a leadership team to lead the RTI initiative?	3.82	4.00
The leadership you provided your SAU around RtI during the last year?	3.81	3.67
Increasing your infrastructure to work with data?	3.19	3.78
Increasing the infrastructure to foster collaboration among general & special education personnel at your SAU?	3.71	3.59
Developing SAU infrastructure for the implementation of Universal strategies of PBS?	3.64	4.17
Developing SAU infrastructure for the implementation of Targeted strategies of PBS?	3.27	3.86
Developing SAU infrastructure for the implementation of Intensive strategies of PBS?	3.00	3.45
Developing SAU infrastructure for the implementation of Universal strategies of School-Wide Literacy Support?	3.73	3.33
Developing SAU infrastructure for the implementation of Targeted strategies of School-Wide Literacy Support?	3.46	3.00
Developing SAU infrastructure for the implementation of Intensive strategies of School-Wide Literacy Support?	3.38	2.91
Developing infrastructure for an integrated model of literacy instruction and positive behavior supports in your SAU?	3.33	3.21

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Somewhat Large Impact, 5 = Very Large Impact

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Table 11: Impact on Implementation

What impact did the NH RESPONDS professional development have on:	SAU Mean (N=18)	School Mean (N=31)
The leadership you provided your SAU/ school around RtI during the last year?	3.79	3.72
Increasing your skills to work with data?	3.00	3.36
Implementing your SAU/ school-level action plan?	3.81	3.93
Increasing the collaboration among general & special education personnel at your school?	3.63	3.55
Supporting the implementation of Universal strategies of PBS?	3.67	4.04
Supporting the implementation of Targeted strategies of PBS?	3.00	3.73
Supporting the implementation of Intensive strategies of PBS?	2.91	3.32
Supporting the implementation of Universal strategies of School-Wide Literacy Support?	3.80	3.36
Supporting the implementation of Targeted strategies of School-Wide Literacy Support?	3.25	2.96
Supporting the implementation of Intensive strategies of School-Wide Literacy Support?	3.00	2.91
Implementing an integrated model of literacy instruction and positive behavior supports in your school?	3.25	3.27

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Somewhat Large Impact, 5 = Very Large Impact

In Table 12, participants rated their perceptions of the overall impact of the model on behavior and literacy in their schools. As noted, these are preliminary, baseline data which will be collected annually. It is anticipated that as the sites engage in extensive professional development, these ratings will increase. Next year outcome data will begin to be collected to assess impact more objectively.

Table 12: Overall Impact on Behavior and Literacy

What impact did the NH RESPONDS professional development have on:	SAU Mean (N=18)	School Mean (N=31)
Improving behavior for all students in your SAU/school?	3.10	3.65
Improving behavior for students with disabilities in your SAU/ school?	3.10	3.32
Improving literacy outcomes for all students in your SAU/ school?	3.54	3.17
Improving literacy outcomes for students with disabilities in your SAU/ school?	3.42	3.13

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Somewhat Large Impact, 5 = Very Large Impact

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Secondary Transition

Similar to the previous set of tables, respondents participating in the Secondary Transition component of NH RESPONDS indicated the impact of training on increasing their transition knowledge (Table 13).

Table 13: Impact on Transition Knowledge

What impact did the NH RESPONDS professional development have on:	Mean (N=7)
Increasing your knowledge of student and school-level secondary transition data?	2.67
Increasing your knowledge of self-determination in secondary transition supports?	3.29
Linking personal futures plans with writing required IEP transition plans?	3.00
Increasing your knowledge of employment and school-to-career strategies?	2.86
Increasing your knowledge of resources, including natural supports, in-school and out-of-school resources and community resources?	3.29

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Somewhat Large Impact, 5 = Very Large Impact

Again, following the Blueprint Action Planning framework, respondents rated the extent to which the professional development impacted their consensus building (Table 14), their infrastructure (Table 15), and their implementation of the NH RESPONDS model (Table 16).

Table 14: Impact on Transition Consensus Building

What impact did the NH RESPONDS professional development have on:	Mean (N=7)
Identifying, adopting, and using tools and strategies for building school-level consensus for secondary transition?	2.83
Identifying, adopting, and using tools and strategies for managing complex change?	3.00
Developing school-level action plans that helped you develop consensus building for secondary transition in your school?	2.83

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Somewhat Large Impact, 5 = Very Large Impact

Table 15: Impact on Transition Infrastructure

What impact did the NH RESPONDS professional development have on:	Mean (N=7)
Forming and training a leadership team to lead the RTI initiative?	2.33
The leadership you provided your school around secondary transition during the last year?	1.75
Increasing your infrastructure to work with secondary transition data?	2.20
Increasing the infrastructure to foster collaboration among general & special education personnel at your school?	2.00
Developing infrastructure for the implementation of secondary transition strategies?	2.57

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Somewhat Large Impact, 5 = Very Large Impact

Table 16: Impact on Transition Implementation

What impact did the NH RESPONDS professional development have on:	Mean (N=7)
The leadership you provided your school around secondary transition during the last year?	1.75
Increasing your skills to work with secondary transition data?	3.20
Implementing your school-level action plan?	2.60
Increasing the collaboration among general & special education personnel at your school?	2.29

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Somewhat Large Impact, 5 = Very Large Impact

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Objective 1.7: To build statewide capacity by increasing the knowledge and skills of 400 K-12 special and general education teachers, related service personnel and school administrators and 40 family members


To address this objective, a two-day training series was offered to any NH public or charter school considering or beginning implementation of RtI for behavior support or literacy. School teams (minimum of 3 people) selected an RTI Literacy or an RTI Behavior Support strand (readiness and introductory) and committed to attend both days of this 2-part event on February 6th and March 13th, 2009. The primary focus of both strands was on understanding and developing the universal level of RTI. At the first conference, Dr. Steve Goodman, the SPDG Co-Director for Michigan's Integrated Behavior and Learning Support Initiative (MiBlsi) delivered the keynote to set the stage for the professional development and learning discussion about integrating behavior and academics utilizing an RtI framework. Registration for the two days was limited to 225 so many potential participants were unable to register. Aggregated evaluation data from the two days is below. As a footnote, data were disaggregated by strand and reviewed by the Leadership Team in between the February and March dates as well as after the March session. These data are helping to inform future statewide conferences.

Evaluation Data from the Statewide RtI Training

Summary of Roles

Total attendance for the two conferences was 393 with a total of 303 respondents to the two sets of evaluation surveys. These data represent a duplicated count as participants were expected to attend both days of the training. The largest percentage of participants were general education teachers, always a good sign in an RTI event.
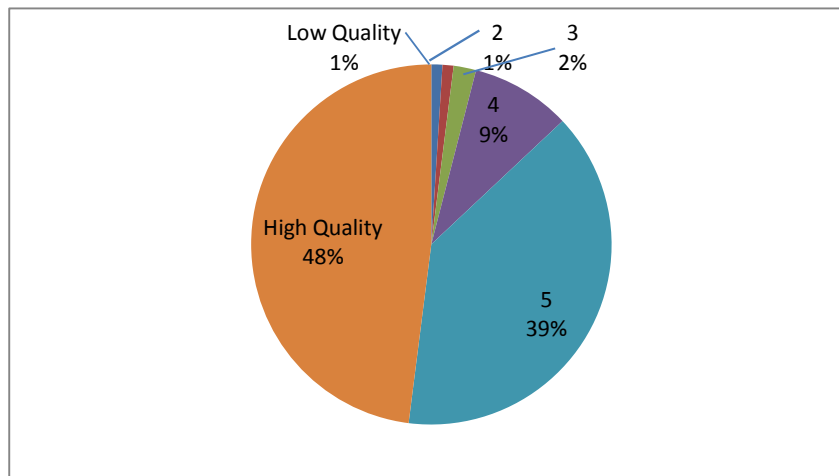
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Chart 1: Respondent's Role
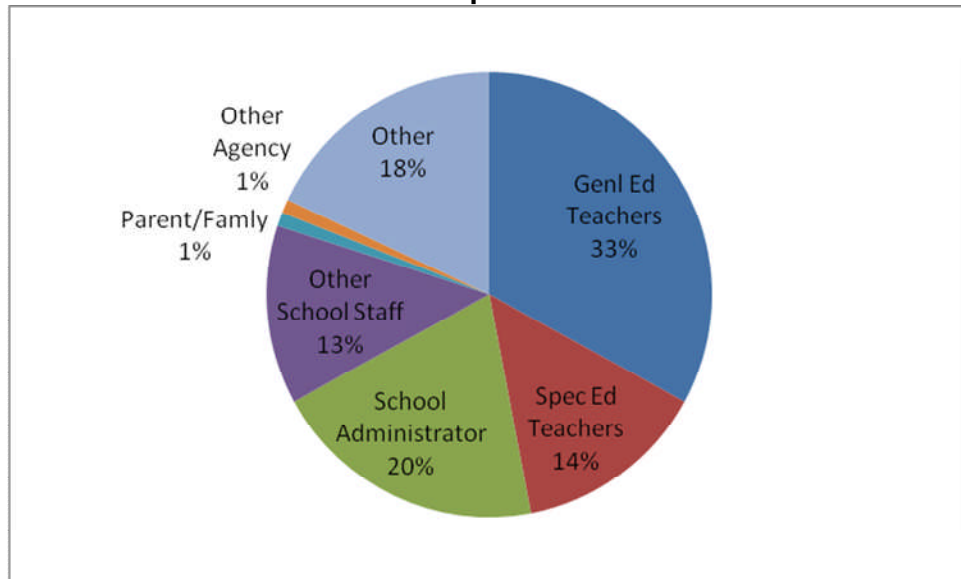
Event Quality

Participants were asked to rate the **overall quality** of the events. A 6-point Likert scale was used, with 88.41% of 287 respondents rating the event a 5 or 6 (This is a duplicative count across the two workshops). A "1" indicates the lowest possible ranking, a 6 is the highest ranking. The average rating was a 5.17.
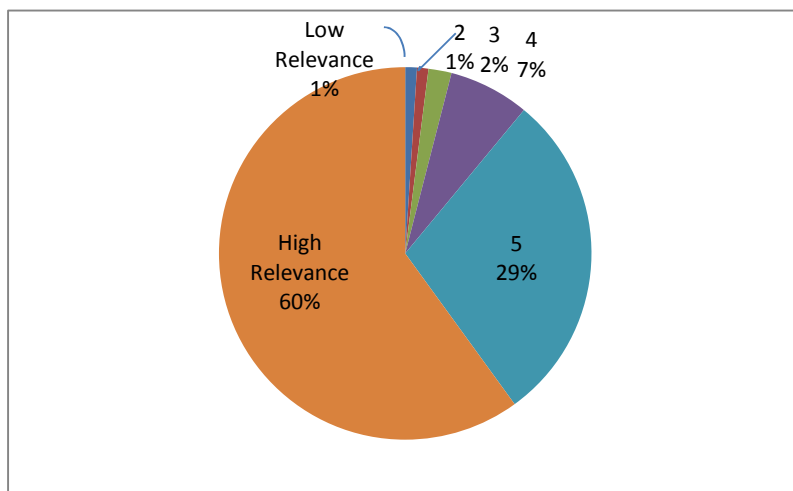
Chart 2: Quality of Event

Event Relevance

Participants were asked to rate the **overall relevance** of the events. A 6-point Likert scale was used, with 90.00% of 292 respondents rating the event a 5 or 6 (This is a duplicative count

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across the two workshops). A "1" indicates the lowest possible ranking, a 6 is the highest ranking. The average rating was a 5.30.

Chart 3: Relevance of Event

Low Relevance 1%
2 1%
3 2%
4 7%
High Relevance 60%
5 29%

Event Utility

Participants were asked to rate the **overall utility** of the events. A 6-point Likert scale was used, with 90.00% of 291 respondents rating the event a 5 or 6 (This is a duplicative count across the two workshops). A "1" indicates the lowest possible ranking, a 6 is the highest ranking. The average rating was a 5.30.
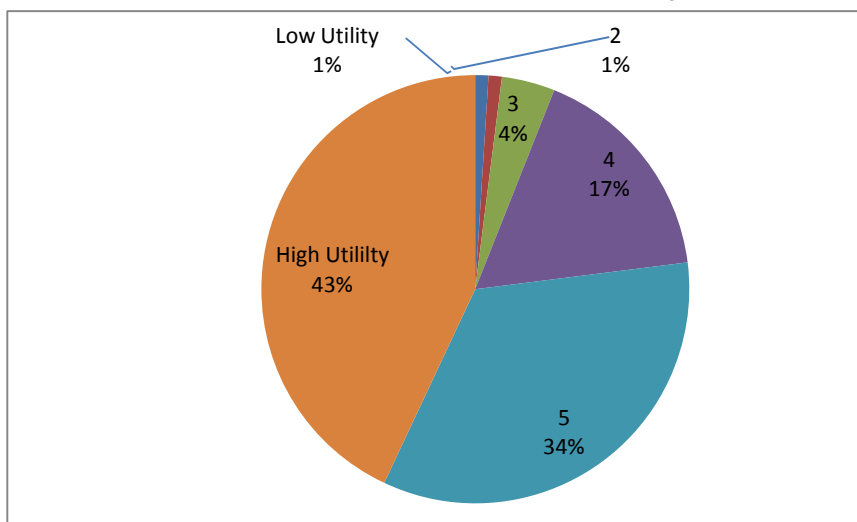
Chart 4: Overall Event Utility

Low Utility 1%
2 1%
3 4%
4 17%
High Utililty 43%
5 34%

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Secondary Transition Statewide Training

The Secondary Transition Professional Development Practice Group within the NH Secondary Transition Community of Practice that was developed by SIG II has taken on the task of helping the NH RESPONDS project to develop statewide capacity in STS. Members of the PD group include IHE staff, private providers, state DOE and VR staff, community mental health and developmental disability providers, family organizations, and educators. The PD Practice Group has been meeting since the spring of 2008, and has adopted the NH RESPONDS objectives for statewide capacity building as its mission. Accomplishments of the group include:

- Design of a four-part transition series, Foundations in Transition. The series attracted over 60 individuals statewide. The trainings were: December 11, 2008 – The Basics of Secondary Transition, January 15, 2009 – Personal Futures Planning, February 3, 2009 – Creative Educational & Employment Options, and March 19, 2009 – Resource Development- Who needs to come to the table? The series attracted over 60 individuals statewide (refer to evaluation data below).
- Development of a Transition Summit (March 30, 2009) that had attendance of nearly 200 people.
- In collaboration with an IDEA Partnership seed grant given to VR, the development of a curriculum that is focused on compliance with IDEA and includes best practices. This includes a focus on compliance with Indicator 13. This effort is in process and will include a Summit on August 13 with a national consultant.

The Secondary Transition staff on NH RESPONDS has also completed a comprehensive training manual in the RENEW model. The manual includes tools, examples of practices, and resources. This manual has been used to train 20 staff members at Kennett and Berlin High Schools as a collaboration between the APEX II and NH RESPONDS STS projects.

<div align="center">

**Evaluation Data from the Transition Series**

</div>

Participants were asked to rate the **overall** quality of the events. A 6-point Likert scale was used, with 77.12% of 91 respondents rating the event a 5 or 6 (This is a duplicative count across the four workshops). A "1" indicates the lowest possible ranking, a 6 is the highest ranking. The average rating was a 5.00.

Chart 5: Overall Event was of High Quality
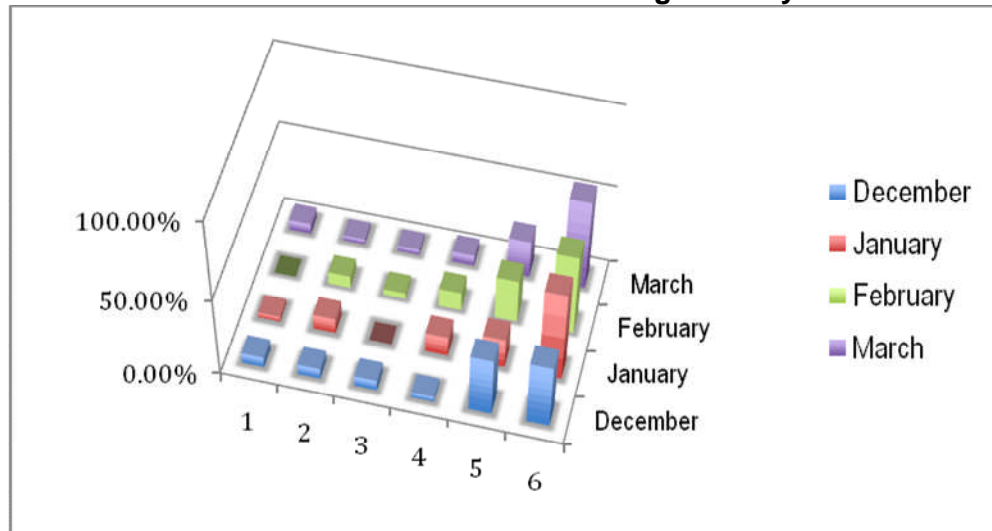
Participants were asked to rate the **relevance** of the professional development content. A 6-point Likert scale was used, with 77.12% of 91 respondents rating the event a 5 or 6 (This is a duplicative count across the four workshops). A "1" indicates the lowest possible ranking, a 6 is the highest ranking. The average rating was a 5.05.

Chart 6: Relevance of Professional Development
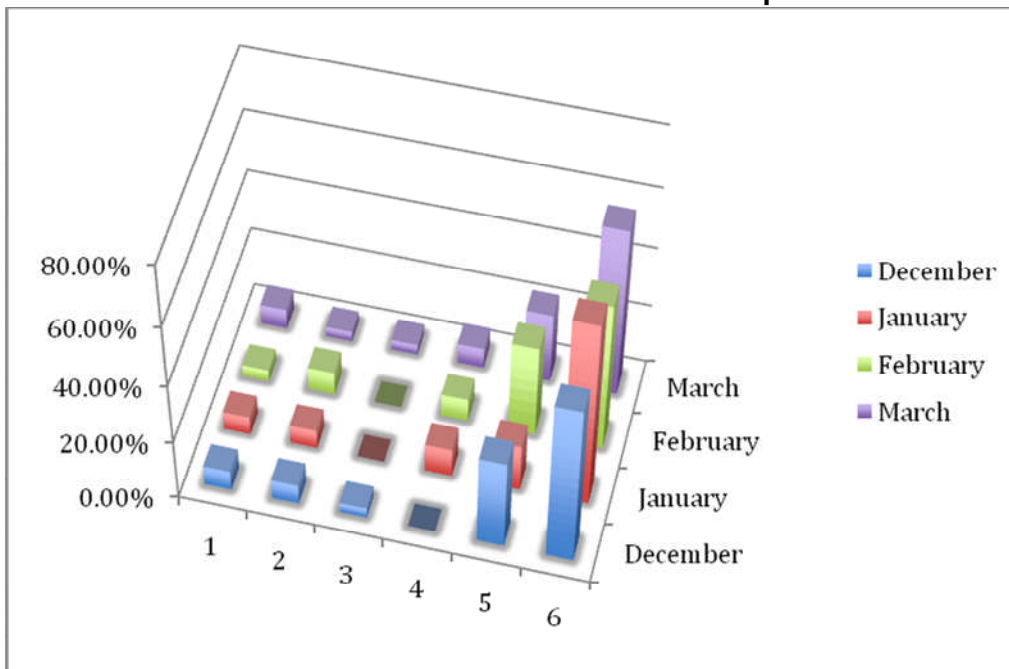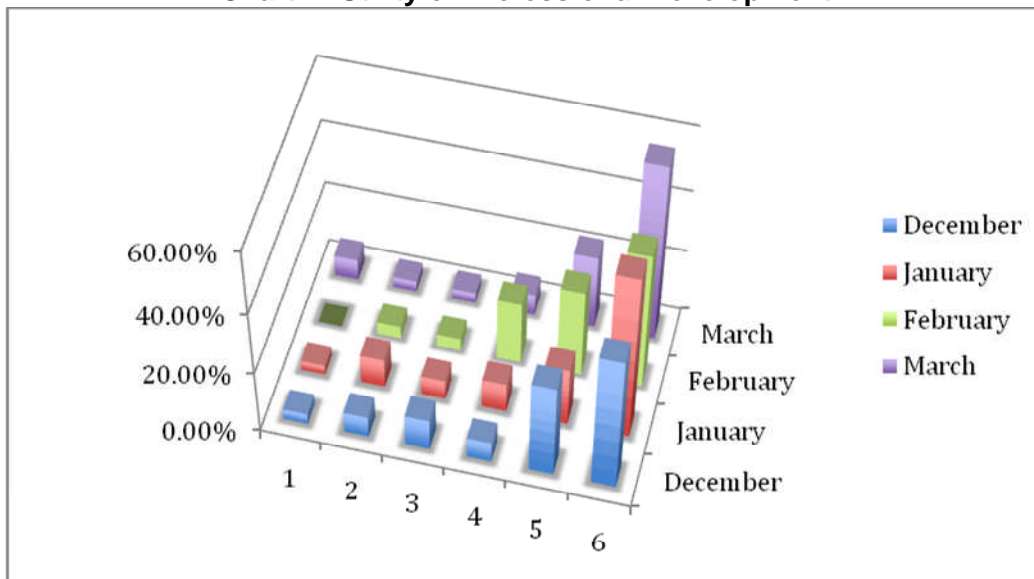

Participants were asked to rate the **utility** of the professional development. A 6-point Likert scale was used, with 72.03% of 90 respondents rating the event a 5 or 6 (This is a duplicative count across the four workshops). A "1" indicates the lowest possible ranking, a 6 is the highest ranking. The average rating was a 4.83.

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Chart 7: Utility of Professional Development

Participants were asked to rate the **likelihood of sustained SAU/School support**. A 6-point Likert scale was used, with 52.43% of 103 respondents rating the event a 5 or 6 (This is a duplicative count across the four workshops). A "1" indicates the lowest possible ranking, a 6 is the highest ranking. The average rating was a 4.24.

Chart 4: Likelihood of Sustained SAU/School Support

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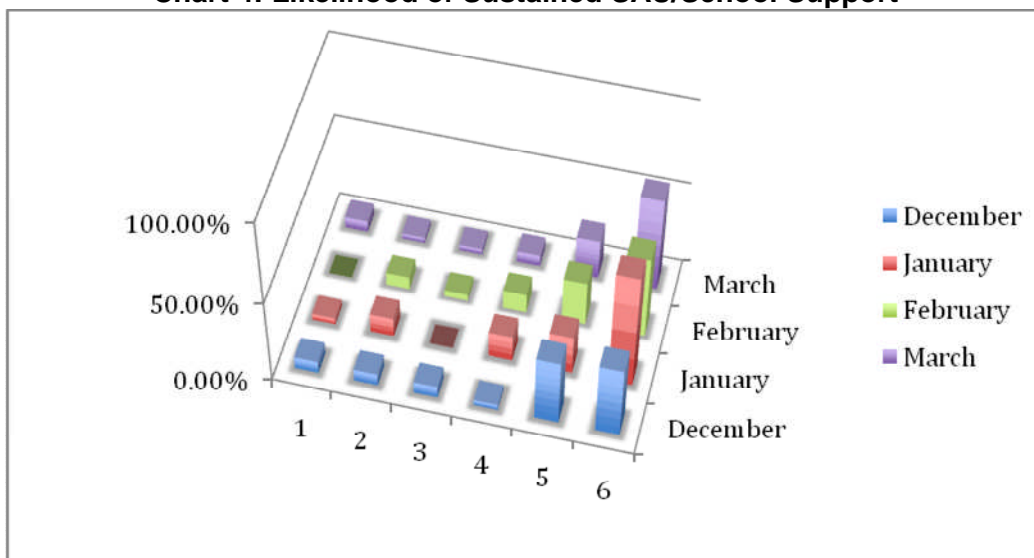
Family Engagement in NH RESPONDS

The NH Parent Information Center (PIC) has a designated member who is participating in the Leadership Team meetings. The PIC representative attended the February-March statewide trainings. At these sessions, the "NH Family Guide to RtI" (developed under SIG II) was distributed to all teams (approximately 500). In one of the strands, schools indicated they were excited by the guide and felt they could use it. Several schools said they wanted to lift the description of RtI from the guide for their use. During the next grant year, PIC will focus on supporting schools to engage families in RtI by understanding what it is and how they can support their child's learning at home.

The Family Resource Connection representative attended the March statewide training and provided materials and resources that could be used in schools/districts to further RtI efforts. They are in the process of collecting additional requests for resources from members of the RESPONDS leadership team.

Goals 2 and 4: Highly Qualified Professionals and Institutes of Higher Education

- To improve strategies for recruiting, hiring, and retaining highly qualified early childhood and K-12 special and general education teachers, related service personnel and school administrators who can design, implement with fidelity and sustain scientifically-based RtI systems of PBIS and LI and tertiary STS for students with EBD.
- To reform and improve personnel preparation and PD systems to include scientifically-based RtI systems of PBIS, LI and tertiary STS for students with EBD that are aligned with federal regulations, state certification standards, statewide initiatives, and the state performance plan in special education through collaborative partnerships between the NHDOE, NH DHHS, IHEs, family organizations, and LEAs.

Objective 2.1: To work with the NHDOE Professional Standards Board (PSB) to reform and improve state standards for certification and endorsement programs for PBIS, LI, and STS for students with EBD.

Objective 2.2: To revise educator preparation programs to reflect state standards and competencies in scientifically-based RtI systems of PBIS, LI, and STS for students with EBD.

NH RESPONDS staff members have formed a team of representatives from the State's Higher Education Institutions of University of New Hampshire, Keene College, Rivier and Plymouth State University as well as members of the Department of Education's Bureau of Licensure and Certification . The consortium includes both administrators and professors and instructors in the area of Literacy and Behavior Supports in all levels of teacher preparation. The team has met

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twice and will be meeting again in April 2009 to continue the discussions and draft an action plan on how to best incorporate RtI elements in their existing courses and teacher preparation programs.

The IHE Consortium is in the process of identifying the courses in their perspective Institutions that will be revised to incorporate RtI elements for Academics and Behavior. So far the discussions with the IHEs have focused around the structure and organization of NH RESPONDS and the critical elements of RtI as they translate to pre-service core elements. The IHE's have started the initial mapping of the courses in their perspective curricula that will be appropriate for revisions and recommendations. Some departments are already using an RtI framework in their teacher preparation programs and they agreed to share some of these guidelines with the other Institutions. The team will also work on next steps in participating and assisting in the preparation of a summer Leadership Institute that will be provide an opportunity for further clarification of the RtI components and competencies.

Objective 2.3: To create an advanced certificate program in (1) Adolescence and School-to Career Secondary Transition Services and (2) Literacy Supports for Adolescents.

Based upon the recommendations of the CoP Professional Development Practice Group this goal has been deferred for the moment while the group concentrates on in-service training accessible through multiple formats and delivery models.

Recommendations

- Continue provision of professional development to demonstration sites and utilize benchmark assessments to ensure attainment of grant outcomes.
- Use this year's evaluation results from the two-day RtI training to guide future statewide training efforts.
- Monitor family engagement in NH RESPONDS efforts.
- During the next grant reporting period, develop NH RESPONDS competencies for Tiers 1 & 2.
- Begin dissemination of competencies to IHEs to incorporate RtI elements in their existing courses and teacher preparation programs.
- Continue participation in Bureau and DOE efforts that encompass NH RESPONDS model elements and that will inform scale-up and replication of the model (e.g., participation on RtI Taskforce, Professional Standards Board).

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Appendix A

Participating Personnel Survey Comments

> **Please provide any other information that can be used to improve the professional development provided by NH RESPONDS.**

NH School Participant

- I would suggest stating more clearly what NH RESPONDS refers to because there are so many conferences offered through APEX, NH etc. and staff is unclear which covers which. Also please note- I personally have not had any RTI training and therefore it reflects my answers. I have only been deeply involved in the PBIS aspect.
- I feel that as a school wide initiative the NH Responds team has made it clear that we, as a school, need to focus on bringing a more cohesive Universal instruction into each classroom. While we have been asked to work on the universal (or tier 1) of the model our school has also chosen to jump head first into fully implementing a version of the RtI model, which has created more work and planning on the part of all staff. This stretching of staff has, in my opinion, not allowed us to work really well on the core curriculum and the core behavior expectations. I think we need the NH Responds team to come in and really tell us whether or not we are on the right page for the RtI implementation or if we are wasting our energy and resources on our version. I also feel as though we do not use the data to establish groupings in "tier 2 or 3" instruction efficiently. I think some training in the way to do that would be beneficial. Maybe even classroom by classroom, teaching the teacher how to be truly reflective of his/her own classroom data and teasing out what may be a teaching issue and what may be a learning issue, and what to do from there.
- We have been a PBIS school for 5 years now. We are in the beginning stages of RtI - literacy. Still too early for me to answer a lot of these questions.
- It is important to note that our school has been working with PBIS for several years prior to this work with NH Responds, which is why I checked NA for the PBIS items.
- Presentations need to be efficient and direct. Administrators and teacher's time is valuable...and I would like to maize the theory and focus on data collection and strategies...

NH SAU Participant

- We are just beginning to define our model of RTI and the components of each tier. We have done good work at the district level that will enable each school to implement an RTI model that will benefit students. The time and expertise provided by NH Responds has allowed us to get this work done.
- I rated many of the "impact" questions as medium because we are early in the development and implementation process. I have great optimism that once we are fully

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developed, implemented and have overcome some of the hurdles the impact on student positive behavior and on literacy will be quite substantial. Our NH Responds consultant\coach has worked very well with our staff. I am very pleased with our progress thus far.

- Too soon to tell as we are just in the formative stages as a district wide initiative. We are moving to adding PBIS, which we desperately need.
- My contact with NH Responds PD has been limited to being a member of the NH Responds SAU team. We have worked very slowly in developing a plan - a plan which has begun to be implemented before it is even developed.

NH SAU & School Participant

- Please be aware that Rochester has an established 3-tiered model in both literacy and behavior, with extensive involvement with NH Reading First and NH CEBIS-PBIS. It was very hard to separate pre- and post- NH RESPONDS aspects of behavior and literacy. Also be aware that behavior was the initial target and literacy will be the focus of the coming year.
- We have worked primarily with the behavior side of the triangle, shoring it up so that we could then use that blueprint for the academic. Our work in one area has affected our thinking in the academic area so that changes are automatically being made. We have developed blueprints for meetings that help us with our processes. Although we have not been working directly in the area of literacy with NH Responds at the school level, we are doing so at the SAU level. As a school staff we are taking what we are learning about behaviors and applying it to our academic work. We look forward to our work in blending the two...in the real world.
- I marked many areas little impact or NA either because we haven't gotten that far in the process or we may have had things in place - but they were there before NH RESPONDS. (PBIS was here before) Certain areas such as goal setting are coming, but not quite there yet. We have just begun the journey!

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U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instructions.

[X] Annual Performance Report   [ ] Final Performance Report

General Information

1. PR/Award #: **H323A070028**
(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#:
(See instructions. Up to 12 Characters.)

3. Project Title: NH RESPONDS - Professional Development for Excellence in Education
(Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.)*: New Hampshire Department of Education

5. Grantee Address *(See instructions.)*   101 Pleasant Street

City: Concord   State: NH Zip:03301 Zip+4:

6. Project Director
(See instructions.)

First Name:	Last Name:	Title:
Robert	Wells	Project Director
Phone #: (603)271-1536	Fax #: (603)271-1099	Email Address: RWELLS@ED.STATE.NH.US

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 5/1/2008   To: 3/31/2009   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	**Non-Federal Funds (Match/Cost Share)**
a. Previous Budget Period	111,921.00	0.00
b. Current Budget Period	789,783.00	0.00
c. Entire Project Period *(For Final Performance Reports only)*	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? **[X]** Yes
 [] No

b. If yes, do you have an Indirect Cost Rate Agreement approved **[X]** Yes
by the Federal government? **[]** No

c. If yes, provide the following information:
   Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009
   (mm/dd/yyyy)
   Approving Federal agency: **[X]** ED **[]** Other *(Please specify):*
   Type of Rate *(For Final Performance Reports Only)*: **[]** Provisional **[]** Final **[]** Other
   (Please specify):
d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate
that :
   [] Is included in your approved Indirect Cost Rate Agreement?
   [] Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? **[]** Yes
 [] No **[X]** N/A

Performance Measures Status and Certification *(See instructions.)*

11. Performance Measures Status
   a. Are complete data on performance measures for the current budget period included in the
Project Status Chart? **[]** Yes **[X]** No
   b. If no, when will the data be available and submitted to the Department? 11/30/2012
(mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and
correct and the report fully discloses all known weaknesses concerning the accuracy, reliability,
and completeness of the data.

Name of Authorized Representative: Lyonel B Tracy	Title: Commissioner of Education
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : ED524BExec Summary 5.1.09
File : C:\Documents and Settings\ajenks\My Documents\NHRESPONDS Annual Perf
Reports\2009 APR\ED524BExecSummary 5.1.09.doc

NH RESPONDS Executive Summary

The purpose of New Hampshire's 2007-2012 State Personnel Development Grant, *NH RESPONDS – Professional Development for Excellence in Education* is to reform and improve pre-service and in-service personnel preparation systems in order to increase the knowledge and skills of general and special education teachers, early intervention personnel, related services personnel, paraprofessionals and administrators in designing, delivering and evaluating scientifically-based practices in two areas: (1) response to intervention (RtI) systems of positive behavioral interventions and supports (PBIS) and literacy instruction (LI); and (2) intensive-level secondary transition supports (STS) for students with emotional/behavioral disorders (in participating high schools). We also aim to improve the systems for recruiting, hiring, and retaining education and related service personnel who are highly qualified in these areas.

The ultimate goal of participation in NH RESPONDS is for schools to have a highly developed, integrated 3-tier system of academic and behavior support at the end of the grant period. In order for this to occur, school districts will have developed a coordinated system of district-wide and individual professional development plans and activities. The primary strategies for accomplishing these goals include intensive work with schools in five demonstration sites, workshops offered statewide, the creation of course work at the undergraduate and graduate levels, and the revision of education certification requirements in certain specialty areas.

New Hampshire's original grant proposal had the following four goals to accomplish the grant goals and objectives:

Goal 1: To improve the knowledge and skills of NH special and general education teachers, related service personnel and school administrators from five ECE programs and 10 K-12 public schools in designing, implementing with fidelity and sustaining scientifically-based response to intervention (RtI) systems of PBIS and LI and tertiary STS for students with EBD.
Goal 2: To improve strategies for recruiting, hiring, and retaining highly qualified early childhood and K-12 special and general education teachers, related service personnel and school administrators who can design, implement with fidelity and sustain scientifically-based response to intervention (RtI) systems of PBIS and LI and tertiary STS for students with EBD.
Goal 3: To meet the needs of, and improve the behavior, performance, achievement and secondary transition success of, children and youth with disabilities ages 3-21 in NH.
Goal 4: To reform and improve personnel preparation and PD systems to include scientifically-based RtI systems of PBIS, LI and tertiary STS for students with EBD that are aligned with federal regulations, state certification standards, statewide initiatives, and the state performance plan (SPP) in special education through collaborative partnerships between the NHDOE, NH DHHS, Institutions of Higher Education (IHEs), family organizations, and LEAs.

The NH RESPONDS leadership team that includes Bureau core staff, key partners and program evaluator, have met frequently and reviewed our goals, objectives, and outcomes of the original

grant proposal. Based on this review, logic models and a comprehensive evaluation plan were developed and submitted in our 2008 APR in Section C. As noted in these documents, the original four goals were collapsed into two logic models that incorporate all proposed goals objectives and activities in the grant submission. This annual performance report documents critical outputs and short-term and intermediate outcomes to date.

NH RESPONDS activities completed or in process from April 2008 to April 2009 include:
- NH RESPONDS Leadership team meeting once a month.
- Development of the grant work teams to accomplish specific components of the grant (Professional Development, Demonstration Sites, Early Childhood, Evaluation, Competencies/Certification & Standards, Secondary Transition PD)
- Selection of 5 SAU Demonstration Sites from across the state
- Design and Implementation of 3 tiered RTI model of literacy and behavior supports including secondary transition supports at the high schools in the 5 SAU Demonstration Sites
  - Selection of SAU sites (includes 1 early childhood education program, 2 schools and a high school at 2 of the SAU sites)
  - Established SAU wide leadership teams, school teams and ECE teams
  - Common Understanding of RTI
  - Assessment of RTI at SAU wide level, schools, and ECEs
  - Developed Action Plan and provided training and TA to address identified needs in RTI and content area
- Developed NH RESPONDS Advisory Board to provide advice at quarterly meetings.
- Contracted with additional partners such as Institutions of Higher Education (IHEs), Parent Information Center, Family Resource Connections
- Developed and implemented 2 day statewide training to school teams on the Universal level of RTI for literacy and behavior for 225 participants
- Developed and implemented a 4 part secondary transition supports and services State-wide training to 60 participants per session
- Developed evaluation instruments to track grant progress.

Upcoming NH RESPONDS grant activities between now and Fall 2009 include:
- Development of competencies in each of the initiative areas,
- SAU Leadership training beginning in Fall 2009
- IHE Consortium work with Professional Standards Board and Council for Teacher Education around Pre-service Education and certifications
- Statewide training in NH RESPONDS in grant areas
- Continue implementation and expansion of RTI for literacy, behavior and secondary transition in the 5 Demonstration sites and alignment with other state initiatives in these areas.

For additional information regarding NH RESPONDS performance during the reporting period, please refer to the complete report in Section C.